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## ABSTRACT

Through the 1979-80 Jefferson County Adult Reading Project, 508 students functioning at a 5.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. Recruitment techniques used were intended to recruit students and create community awareness of the problems of adult illiteracy. Recommendations for recruitment determined by the project included stressing confidentiality of inquiries and enrollment; efforts directed through business and industry were ineffective, while television and radio should be utilized more; printed flyers should be directed at family members of non-readers; and success stories should be publicized. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Instructional materials were recommended to (1) incorporate more life-coping skills, (2) center around required job reading, and (3) involve student and teacher-made materials. Through inservice programs teachers should be provided more training in individualizing instruction, appropriate use of supplementary materials, material development, counseling and goal setting, and motivational techniques. The need for personal counseling as a continuing part of the program was also recognized. (YLB)

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ED189361

# JEFFERSON COUNTY ADULT READING PROJECT

Final Report

of the

Department of Adult and Continuing Education  
Jefferson County Board of Education  
Louisville, Kentucky

of the

Division of Adult Education  
Office of State and Federal Liaison Services  
Kentucky State Department of Education

June, 1980

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## I. Introduction and Overview

The project entitled "Jefferson County Adult Reading" funded by the Kentucky State Department of Occupational Education, Bureau of Vocational Education, Division of Adult Education, was initiated July 1, 1979, and terminated on June 30, 1980. The project was a continuation of the 1978-79 adult reading project conducted by the Jefferson County Board of Education, Unit of Adult and Continuing Education, Louisville, Kentucky.

The purpose of the project was a demonstration of a reading program for adults with severe reading problems. The program, which was developed as a result of the project, provided basic literacy skills to the non-reading adults in the community and targeted toward helping those adults develop competencies necessary to function in an urban society. The instructional program took into account the adult's basic social as well as educational needs.

Teacher training techniques, recruitment, retention, materials, and testing devices were studied in the 1978-79 project. Through data collected concerning those project components, guidelines were established for implementation in the 1979-80 program.

The objectives of the 1979-80 project were as follows:

1. Recruit and instruct adults functioning below 6.0 reading level in reading skills and life-coping competencies.
2. Implement recruitment techniques proven by data collection in the previous year to be most effective in recruiting adult students.
3. Explore additional recruitment techniques.
4. Provide information on relationships between instructional hours and academic advancement for adults with severe reading

problems.

5. Provide teacher training and in-service for new and existing adult reading teachers.
6. Implement retention techniques found to be most effective and explore additional avenues of student retention.
7. Offer reading classes for adults in locations of high unemployment utilizing community buildings, agencies, churches, and schools.
8. Provide class locations and meeting times convenient to all geographic areas and adult schedules.

In August, 1979, sites and schedules for reading classes were established, staff and materials were selected, and recruitment of students initiated.

During the month of September, staff assignments were finalized and teacher training for new and returning teachers was conducted. Student enrollment and initial student testing was completed by October 1, 1979. Enrollment during October steadily increased as students themselves recruited other adults with reading problems. Initial student data and pre-test information was collected and reported in the first quarterly report.

During the months of October, November, and December, a questionnaire was developed and administered to adults in the reading program. The questionnaire was administered individually by the project coordinator and data collected in the interviews was used in making recommendations regarding curriculum design, material selection, counseling, retention, and recruitment. The recommendations and results of the study were included in the second quarterly report.

During the month of January, each student was scheduled for an individual conference with the teacher to discuss progress toward goals and to provide input on improvement of instruction in relation to his/her needs. These conferences proved to be very valuable for both teacher and student. Referrals by teachers for testing to determine specific learning problems reached a peak in January.

In February, each teacher conferred with the project coordinator to discuss student progress, particular problems, and offer suggestions for program and/or supervision improvement. Some changes in materials, classroom management, and techniques were implemented after the conference.

Post-testing of students was begun one month prior to program termination. The data from pre and post tests was used in a causal comparative study to evaluate certain phases of the project components.

Upon completion of the program, certificates were awarded to those students who had been regular in attendance. Recognition and awards ceremonies were held in some locations and proved to be well received by the students.

The Jefferson County Adult Reading Program served 508 adults functioning below 6.0 reading level. Enthusiasm among teachers and students remained high throughout the year and great gains were observed not only educationally but socially and emotionally as well. Student comments concerning the program showed an improved self-concept as a result of academic achievements. Social relationships developed between the students and the social aspect of the classes contributed to student retention. The teachers in the program became increasingly committed to their task, and many volunteered their time to better serve the needs of

their students.

The Jefferson County Adult Reading Program proved to be a great asset to the community in creating a literate citizenry. Its real merit, however, can only be seen through the growth that has taken place in each student that completed the program.

### Definitions of Terms

The Adult Basic Learning Examination Test was selected for use in the project. Form A was administered at student intake and Form B for post-test data. The total battery of the test consists of five parts of which three were chosen for use in the project. The Vocabulary, Reading Comprehension, and Spelling sections were used for statistical data.

In analyzing the data, the variable of time was controlled in most cases in order to make comparisons. The base unit of thirty hours was used, and the reported gains therefore reflect the gains per 30 hours of instruction. Example: On the Vocabulary section of the test the gain per 30 hours equals the post-test minus pre-test divided by the number of hours divided by 30.

$$\text{Gain} = \text{post-test minus pre-test} + \frac{\text{number of hours}}{30}$$

### III. Site and Schedule Selection

Fifty locations were identified throughout Jefferson County to house the Adult Reading Program. In trying to convey the philosophy of the uniqueness of adult education and trying to negate the failure syndrome many non-reading adults had developed in school, sites were selected, whenever possible, which were not connected with school buildings. It was considered to be important that locations be in buildings which were conducting other activities involving residents of the community.

Locations for the 1979-80 school year were chosen according to the following criteria:

1. Success of the location in attracting students during the 1978-79 project.
2. Expressed interest or need of a particular community or church group.
3. Physical features of the building.
4. Security of the building and grounds.
5. Areas presumed to have the greatest need as evidenced by:
  - a. High unemployment rate (Appendix A)
  - b. Large percentage of school dropouts (Appendix B)
  - c. Densely populated area (Appendix C)
  - d. Inflated incidence of families receiving public assistance (Appendix D)

Sixty-five percent (65%) of the total student population attended classes established in areas of the county with the greatest need as evaluated by data collected by the Human Services Coordination Alliance, Louisville, Kentucky (Appendix A-D).

Flexible scheduling of classes offered opportunities to both employed and unemployed adults. Morning, afternoon, evening, and Saturday classes were offered. Length of classes ranged from two hours to four hours with class meetings ranging from five times per week to one time per week. Data collected from the 1978-79 project was used in making schedule selections.

Students were allowed a preference of morning, afternoon, evening, or Saturday classes although all time variations were not available in every geographic area. The majority, 51% of the students, chose night instruction. Morning classes were selected by 33% of those enrolled while 13% preferred afternoons. Only one Saturday class was offered and 3% of the students preferred this schedule. The percentage in the Saturday class may have been considerably larger with more offerings. (Appendix E)

Class enrollment was limited to 12 with an average class size of 10. Students were accepted on a walk-in and a referred basis and were scheduled for individual testing by the teacher after their initial visit.

#### IV. Staff Selection

Applications were accepted and interviews conducted to staff the teaching positions. Eight (8) teachers returned to a position in the reading program and eighteen (18) new teachers were hired to accommodate vacancies and expansion.

All teachers were hired on a part-time basis with teaching schedules ranging from 3 to 25 hours per week. Teachers selected for hiring were required to hold valid Kentucky Teaching Certificates. Teachers were selected according to qualifications established by the Jefferson County Board of Education and job responsibilities were in accordance with a written job description. The qualifications and responsibilities were specified as follows:

##### QUALIFICATIONS:

1. Bachelors Degree or Higher with a Kentucky Teaching Certificate
2. Elementary Education background preferred
3. Experience in working with adults and/or reading preferred

##### PERFORMANCE RESPONSIBILITIES:

1. Counsel, interview, register, and admit all eligible students into the reading program.
2. Administer placement and diagnostic reading tests.
3. Prepare an instructional program for each student based on individual needs.
4. Instruct students individually or in small groups.
5. Evaluate academic progress with each individual student and recommend additional academic work and/or alternative instruction.
6. Maintain a system of permanent records for all students.
7. Keep appropriate local, state, or federal records and prepare reports as necessary.
8. Maintain proper classroom learning environment.

9. Participate in local and state training programs as assigned.
10. Other duties as assigned by reading consultant.

## V. Teacher Training

The initial teacher training for teachers new to adult education consisted of a four-day workshop held two weeks prior to student intake. This training was designed to familiarize teachers with adult education, characteristics of adult non-readers and implications for instruction, testing materials, procedures, and materials to be used in the reading project. (Appendix F) Literacy training films from Indiana University were used to demonstrate several teaching techniques and show teachers actually working with adult students. Emphasis in all areas of training was placed on practical application. An evaluation is found in Appendix G.

Returning teachers were invited to attend two days of the initial training workshop. The two-day session included films and practicum sessions on adult learning problems. The sessions were designed to create awareness of the problem and suggest modifications that need to be made in techniques and instruction for this special population.

In-service meetings were held frequently during the year. The topics covered were as follows:

September 21 - What to do the First Day

September 28 - Problems Encountered During the First Week

October 5 - Retention and Follow-Up of Students

October 12 - Records Management

October 19 - Using the Newspaper for Reading Instruction

October 26 - Class Management

November 16 - Goal Setting/Counseling

December 14 - Referral Agencies

January 11 - Supplementary Materials

February 8 - Life Skills Instruction

March 7 - Social Climate

Classroom Atmosphere

March 21 - Student Progress and Placement

## VI. Student Recruitment Techniques

It was the intent of the project to not only recruit students, but to create awareness on the part of the entire community of the problems of adult illiteracy. The major thrust of the recruitment campaign focused on techniques proven to be successful in the 1978-79 reading project, and there was no paid advertising. The only cost to the project for promotion was in printing of flyers and postage.

A direct campaign aimed toward the target population relied heavily on the electronic media. The printed media was used to create awareness of the problem and to enlist the help of the reading segment of the population in informing non-readers of the opportunity available. The printed word was used greatly by spouses or relatives of non-readers as evidenced by a large number of calls for additional information.

Information and flyers concerning the Adult Reading Program were provided to the following: radio and television stations, weekly and daily newspapers, pastors, community center directors, hospitals, community relations departments of major business and industry, and selected civic clubs.

Radio: Radio announcements had proven to be most successful during the previous year and were stressed heavily in the current recruitment effort.

Announcements were sent to 15 radio stations in the area and were followed up by phone calls to the public service director at each station. (Appendix H) One radio station in the area aired the announcement for one month prior to the beginning of class. Other stations cooperated on a more limited scale with public service announcements.

Television: Public Service Announcements were mailed to each

television station in the area with a letter of explanation concerning the project. A follow-up phone contact was made which promoted several stations to air the announcement.

Newspapers: Information concerning the Adult Reading Program was sent to three daily newspapers, eight weekly newspapers, and twelve trade and industrial papers. All papers responded with initial articles, and several called for additional information. Some newspapers provided follow-up articles after classes were established.

The newspaper articles served to create public awareness and many second party referrals.

Community Agencies: Programs were presented pertaining to the reading program at area council meetings, civic organizations, and church groups. All departments of human resources, social insurance, and other government agencies were contacted by letter. A schedule of classes was mailed so that direct referrals to reading classes could be made by each agency. Flyers were sent to be posted. (Appendix I)

Business and Industry: Business and industrial firms in the area again cooperated fully in the recruitment effort. A list of employers in the area was furnished by the Chamber of Commerce. Each Community Relations director of firms employing over 100 people was contacted and asked to help in the recruitment effort. They helped in the following ways:

1. Groceries and clothing shops placed small inserts in each purchase package.
2. Large industrial firms placed notices on bulletin boards and inserted information in employee newsletters.

3. Over 25 businesses, as well as city and county government, placed small payroll inserts in each employee's paycheck presenting information concerning the Adult Reading Program. (Appendix J)
4. Banks placed small announcements beside tellers' windows and two area banks sent information in each customers' monthly statement.

## VII. Student Recruitment Results (Appendix K)

Upon enrollment in a reading class, each student was asked detailed information regarding how he first became aware of the reading program and what prompted him to enroll. The data concerning initial awareness indicates that radio was most effective in recruiting 38% of the students.

One radio station cooperated fully in the recruitment effort by frequent public service announcements over an extended period. Of those students hearing about the program through radio, 90% received the information from the above mentioned station. The students who heard announcements on radio indicated that information needed to be frequently repeated in order to have access to a means of writing the phone number.

Community Agency referrals and announcements from churches recruited 18% of the students. Several directors of community agencies, where reading classes were to be housed, did neighborhood recruitment and many churches made announcements in newsletters. Presentations made at area council meetings are also included in this figure.

Awareness through business and industry sources accounted for 15% of the students. Of the 15%, 10% stated that their awareness came through announcements and flyers posted on bulletin boards, placed in purchase packages, or distributed at counters. The other 5% gained information through paycheck inserts placed in envelopes with their regular weekly pay.

Television was responsible for the recruitment of 14% of the students. Many students who received information through television did so through a second party who viewed the program and relayed the content.

Newspapers proved to be the next most effective method of recruitment for this project with 13% of the students gaining information from

this source. All students who gained information from newspapers did so through another person relating the information to them.

Referrals from the Jefferson County Board of Education or from other Adult Education Programs accounted for another 2% of the students.

Seventy-two (72) of the students were returning students and were not included in the study of the 1979-80 recruitment results. The returning students were all notified concerning the starting date of classes by a post card from the Adult Education Office.

A comparison of the recruitment results of the 1978-79 and 1979-80 program shows the radio announcements again being the most successful recruitment technique. (Appendix L)

It should be noted that the recruitment data discussed above and shown in Appendix K reflects initial awareness. Each potential student calling for additional information was counseled by the project coordinator and received notification in writing stating the name of the center, time of class, and teacher's name.

Since location and schedule information was not stated in any of the above mentioned recruitment sources, no student actually attended the first class as a direct result of the recruitment techniques used. These sources provided the initial awareness and each student then called for additional information and personal phone contact.

### VIII. Student Retention

Retention of students, separations, and completions were studied as a component of this project. The question of how to retain students was dealt with in detail at teacher in-service meetings and retention was continuously evaluated.

It was the policy of this project for teachers to contact each student after an absence and to submit names of those separating from the program to the project coordinator for follow-up. In addition, individual conferences, held frequently, stressed the importance of regular attendance in relation to goals. Each student, with the teacher, continuously evaluated progress toward sub goals established in conferences and was helped to see the progression toward his/her major goal. Students, with assistance from the teacher, were encouraged to be aware of every accomplishment and thus encouraged to maintain regular attendance.

Class climate conducive to sharing and concern by each student for the others in the class was stressed. Each student then became a motivating force for the continuing attendance of others. One teacher implemented a "buddy" system in which each student had responsibility for another student and reported back to the group concerning reasons for absence.

As of December 30, 1978, the rate of separations from the program was 6%. The average attendance in classes was 68% in day classes, 75% in evening classes, and 70% in Saturday classes.

The retention rate was calculated at the program's termination showing an overall retention rate of 69.2% and a separation rate of 30.8%. The overall average attendance rate was 73%, and the average for

student attendance was 90 hours. Certificates were awarded in an informal ceremony to all students demonstrating regular attendance.

(Appendix N)

The majority of students, 30%, separating from the program did so because of employment. Unemployed persons securing employment accounted for 17% of those separated, while 13%, who were already employed, dropped from the program to take a better job. (Appendix O)

Any student not officially terminating from the program was automatically separated after a one month absence. Many of the students dropping from the program indicated plans to return to class when other life circumstances would permit.

## IX. Student Intake

In all recruitment efforts, adults with reading problems were requested to call the Jefferson County Adult Education Office. Each prospective student was given an explanation of the program by the project coordinator and an opportunity to discuss specific problems or concerns. Questions were asked to determine eligibility for the reading project, and those who obviously possessed reading skills above 6.0 were referred to learning centers or part-time classes. The name, address, phone numbers, time, and location preference of each prospective student was included in a master list. A note was mailed to each adult one week prior to the enrollment date to serve as a reminder and to provide the non-reading adult with a paper to present if difficulty was encountered locating the class. Every effort was made to create a secure feeling on the part of the adult by prior phone counseling and several contacts for encouragement.

A total of 330 adults enrolled in class September 18, 1978. Thirty-seven of these students were referred to other Adult Basic Education Programs better equipped to meet their needs. A total of 293 adults remained in the classes and were tested using the initial screening device.

The first class session was spent in orientation which was designed to create a non-threatening and comfortable atmosphere for the student. A very general outline was prepared for each teacher to follow but was only intended as a sample guide. Teachers were expected to design and implement specific plans.

Student commitment to the program was stressed as the means for optimum educational growth. Regular attendance was discussed as a prime

factor in advancement, and each student was given the telephone number of the Adult Education Office to discuss particular problems in this area.

The initial test instrument used for determining reading level was the Slosson Oral Reading Test (SORT). This test provided only a general reading level used to determine eligibility for the program. According to the results of the SORT, the students were found to be functioning at the following levels:

| Levels By Grade | Percentage of Enrollment |
|-----------------|--------------------------|
| 0 - .9          | 24%                      |
| 1.0 - 1.9       | 15%                      |
| 2.0 - 2.9       | 17%                      |
| 3.0 - 3.9       | 14%                      |
| 4.0 - 4.9       | 14%                      |
| 5.0 - 5.9       | 16%                      |

The comparison of the 1978-79 initial enrollment with the 1979-80 student intake is found in Appendix M.

Seventy-two (72) of the students were returning students from the previous year's reading program and were included in the initial test results.

The Woodcock Reading Mastery Test which had been used during the 1978-79 project was used only on a limited basis due to the lengthy administration time. The Adult Basic Learning Examination was used in the 1979-80 program with alternate forms for pre and post testing. Three parts of the test--vocabulary, reading, and spelling, were administered to each student upon enrollment and were used for diagnostic information as well as student placement.

## X. Materials

Three basic reading programs were chosen for use in the project. A set of one of the programs was distributed to each teacher to be used as a basal selection. Supplementary materials were introduced as student needs surfaced.

All teachers received initial training in the three selected programs and, when possible, made the choice of one material to be used in their classroom. The basal materials used were:

Laubach, The New Streamline English Books 1, 2, 3, 4, and  
supplements

SRA, Corrective Reading, Decoding A & B

Steck Vaughn, Adult Reading 1100, 1200, 1300, 1400

A complete list of all basal and supplementary materials used along with the teacher ranking of effectiveness is included in Appendix P. The materials in the appendix were ranked only by those teachers using the particular material and do not reflect the many teacher constructed materials used in the program. Teachers were encouraged to design materials to suit the individual needs of their class and were offered support services through a resource file and duplicating service.

The comparison of the three basic materials used in the classroom to academic gains in specific reading skill areas of the ABLE test showed that the materials used did not have a statistically significant effect on academic gains. The personality and technique of the teacher obviously influenced greatly the use of the materials. The effect of supplementary materials and teacher made materials were not statistically measurable. The variable of instructional hours was controlled and materials were compared to gains in the skill areas of vocabulary,

reading, word attack, and passage comprehension.

Table 1

Gain in Vocabulary Per 30 Hours of Instruction by Type Material.

| <u>TYPE MATERIAL</u>       | <u>NUMBER OF STUDENTS</u> | <u>MEAN</u> | <u>STANDARD DEVIATION</u> |
|----------------------------|---------------------------|-------------|---------------------------|
| SRA Corrective Reading     | 47                        | 0.6763      | 1.1887                    |
| Laubach                    | 155                       | 0.4368      | 0.9618                    |
| Steck Vaughn Adult Reading | 99                        | 0.5159      | 0.5915                    |
| Total                      | 301                       | 0.5002      | 0.9016                    |

Table 2

Gain in Reading Comprehension Per 30 Hours of Instruction by Type Material.

| <u>TYPE MATERIAL</u>       | <u>NUMBER OF STUDENTS</u> | <u>MEAN</u> | <u>STANDARD DEVIATION</u> |
|----------------------------|---------------------------|-------------|---------------------------|
| SRA Corrective Reading     | 47                        | 0.5860      | 0.3955                    |
| Laubach                    | 155                       | 0.5633      | 0.9024                    |
| Steck Vaughn Adult Reading | 99                        | 0.6786      | 0.7110                    |
| Total                      | 301                       | 0.6048      | 0.7810                    |

Table 3

Gain in Spelling Per 30 Hours of Instruction by Type Material.

| <u>TYPE MATERIAL</u>       | <u>NUMBER OF STUDENTS</u> | <u>MEAN</u> | <u>STANDARD DEVIATION</u> |
|----------------------------|---------------------------|-------------|---------------------------|
| SRA Corrective Reading     | 47                        | 0.3842      | 0.4209                    |
| Laubach                    | 155                       | 0.4586      | 0.7227                    |
| Steck Vaughn Adult Reading | 99                        | 0.4495      | 0.6728                    |
| Total                      | 301                       | 0.4440      | 0.5745                    |

Table 4

Total Gain Per 30 Hours of Instruction by Type Material.

| <u>TYPE MATERIAL</u>       | <u>NUMBER OF STUDENTS</u> | <u>MEAN</u> | <u>STANDARD DEVIATION</u> |
|----------------------------|---------------------------|-------------|---------------------------|
| SRA Corrective Reading     | 47                        | 0.5488      | 0.5481                    |
| Laubach                    | 155                       | 0.4862      | 0.6872                    |
| Steck Vaughn Adult Reading | 99                        | 0.5480      | 0.6152                    |
| Total                      | 301                       | 0.5163      | 0.6427                    |

The mean score for those students using SRA was 0.5488. The mean score for Laubach students was 0.4862 and for Steck Vaughn 0.5480.

Therefore, the type material does not appear to significantly influence student gain.

The London Procedure Test was used as a screening and diagnostic guide for those students demonstrating possible learning problems. The results of the testing were used to suggest modes of learning and suggested materials for the individual student. The test was well received by the teachers as a practical aid to instruction.

## XI. Presentation of Student Data

### A. Personal Data

A questionnaire was developed and administered to thirty randomly selected adults in the reading program. The questionnaire was administered by the project coordinator in oral, individual interviews approximately one hour in length. The purpose of the questionnaire was to determine to what extent illiteracy is causing a problem for the Jefferson County adult reading student in completing daily activities considered to be routine by the literate adult. The data collected from the questionnaire was used in making recommendations regarding curriculum design, material selection, counseling, retention, and recruitment.

#### 1. Daily Life Skills

The following questions were asked regarding daily life skills:

1. Do you drive a car? \_\_\_\_\_  
\_\_\_\_\_
2. Do you read street signs? \_\_\_\_\_  
\_\_\_\_\_
3. Are you able to find your way around an area unfamiliar to you? \_\_\_\_\_  
If so, how? \_\_\_\_\_  
\_\_\_\_\_
4. Do you shop at the grocery and/or other stores? \_\_\_\_\_  
If so, how do you make selections in stores where you are required to read the contents of the package? \_\_\_\_\_  
\_\_\_\_\_
5. Have you ever made a wrong selection because of your reading problem? \_\_\_\_\_  
\_\_\_\_\_
6. Do you watch TV? \_\_\_\_\_  
If so, how do you find out what is on TV? \_\_\_\_\_  
\_\_\_\_\_

7. Do you ever eat in a restaurant? \_\_\_\_\_  
If so, how do you make a selection from the menu? \_\_\_\_\_  
Have you ever made a wrong selection because of your  
reading problem? \_\_\_\_\_
8. Have you voted in elections? \_\_\_\_\_  
If so, how did you make a selection in the voting booth? \_\_\_\_\_
9. Has not being able to read caused problems with your  
mail? \_\_\_\_\_  
How do you get the information from your mail? \_\_\_\_\_

In response to the first question, "Do you drive a car?", only 10 or 33 1/3% of those interviewed responded with a positive answer. Twenty of the students stated that they did not currently drive although many had driven and owned cars previously. The majority of the students interviewed relied on bus transportation. All thirty or 100% of the students stated that they could read street signs although further questioning revealed that they were only able to handle the most basic signs. Shapes and colors contributed greatly to identification. Street names seemed to cause the greatest problems, and several students remarked that they used only first letters in trying to decipher names. One self-employed plumber related his method in coping with street signs. "In my business the people call my home and leave the address and my wife writes it down. I take the letters in the name of the street and match it with the name in my street map index and that tells me the page on the map. I go right to the house every time - never make a mistake."

In response to the question, "Are you able to find your way around an area unfamiliar to you and if so how?", the majority of the students, 87% of those responding, stated that they could find their way around

but needed directions other than street names. Most students relied on friends or family members to direct them. One gentleman responded, "I just ask where the nearest saloon is and I can get there. I know every saloon in town." Generally, landmarks were stated to be the most used method of finding a particular street and many students called the bus company for routes. "Just call TARC and tell them where you are and where you want to go...it's easy," stated one female student.

Of the four students who responded that they could not negotiate an area unfamiliar to them, all relied on family members for transportation. One 21-year-old male student who recently moved to the area from the country found great difficulty in making his way around the city. "Where I'm from, people don't expect you to read," he said. "When they give you directions, they tell you like go to the yellow frame house and turn right and go a mile. Here, I can't go nowhere. I get lost if I try to go more than a block from home if my brother don't take me."

The next two questions administered on the questionnaire involved shopping and making selections in stores. All students interviewed stated that they did shop regularly but usually were accompanied by friends or family members who did read. Picture clues on packages were used in making selections and small neighborhood groceries were most frequently used. Store managers, owners, or sales clerks were asked to aid in selections. Twenty-five of the thirty adults interviewed stated that they had made errors in selection due to their lack of reading ability but generally did not consider these errors to be of significant magnitude to constitute serious problems. One 23-year-old woman interviewed said, "When I go by myself to the grocery, I only buy what I

know. I can recognize most cans by the pictures. Sometimes I made a mistake like the time I got some red stuff in a can that I thought was black pepper. Sure did ruin the soup!" Another student complained that her usual shampoo changed containers, and she had been washing her hair in cream rinse for a week before she realized the problem.

In general, however, the students interviewed had learned to cope with shopping without reading. Mistakes were often made and possibly selections limited by the unknown, but the majority of the students were coping by memory and ingenuity.

In response to the questions concerning TV viewing, no student seemed to be having a problem with finding TV selections. All students stated that they watched TV and the most common responses to the question on finding out what is on TV were family members, memorization of programming sequence, and "just keep turning the channels."

The question, "Do you eat in a restaurant?", prompted 27 or 90% affirmative answers. Of the 27, the following methods of reading a menu were stated:

|                                                     |     |
|-----------------------------------------------------|-----|
| Person with me reads it                             | 7%  |
| Never read the menu                                 | 26% |
| Order same thing every time                         | 52% |
| Wait until the other person orders and get the same | 15% |

Only one of the students interviewed admitted to making a wrong menu selection.

In response to the question concerning voting, 15 or 50% of those interviewed stated that they did vote in elections. The responses of the voters in answer to how they selected the candidates in the booth brought many answers. As one gentleman stated, "They have the pictures -

I just look for the rooster." Others interviewed had someone write out the names of the candidates before entering the booth and used this written information in making selections.

The students interviewed who had voted did not consider the voting procedure a problem; however, only two stated that they attempted to vote for anything other than the major candidates.

The question relating to gaining information from mail revealed that 100% of the students relied on a member of the household to read the mail to them or inform them of any information which might be pertinent to them. None of the students interviewed indicated that this had been a problem.

In general, the illiterate adult student enrolled in the reading program does not consider himself as having any problem in routine daily living with which he has not found a way to cope. The students' responses indicated that the ability to read would certainly make daily existence less cumbersome but also indicated that daily activities can be conducted without the benefit of the printed word.

## 2. Prior Educational Experiences

The following questions were administered in individual interviews in an attempt to lend direction to student counseling and curriculum design. These questions were not administered to provide a simplistic answer to the causes of the illiteracy but rather were administered to gain information for the improvement of the program designed to deal with the problem.

1. How many grades did you complete in regular school? \_\_\_\_\_
2. Did you drop out of school? \_\_\_\_\_  
What age? \_\_\_\_\_ What grade? \_\_\_\_\_
3. Were you in regular attendance in grades 1-3? \_\_\_\_\_  
grades 4-6? \_\_\_\_\_, grades 7-9 \_\_\_\_\_,  
grades 10-12? \_\_\_\_\_.
4. How many elementary schools did you attend? \_\_\_\_\_  
How many junior high or high schools? \_\_\_\_\_
5. At what grade level do you feel you started getting behind the class in reading? \_\_\_\_\_  
\_\_\_\_\_
6. Did you receive special help for reading problems in regular school? \_\_\_\_\_  
\_\_\_\_\_
7. What, if anything, do you feel was the major reason you did not learn to read in school? \_\_\_\_\_  
\_\_\_\_\_

From the thirty responses, it was found that the median years completed in school was 8.7 and the median reading level for this group was 1.8 at the time of this study. The median age for dropping out of school was 14.3 with an average grade completion of 7th grade.

Twenty-three of the students or 77% of those interviewed stated that they had been in regular attendance in the first three grades of school, but this percentage declined to 68% by grades 4-6 and dropped to 40% by grades 7-9. Since only six of the thirty students attended school during the 10th-12th grade, the data would not be truly reflective of the student population.

In response to the question, "How many elementary and high schools did you attend?", the following information was given:

| Elementary Schools Attended | % of Students |
|-----------------------------|---------------|
| 1                           | 81            |
| 2-3                         | 17            |
| More than 3                 | 2             |
| High Schools Attended       |               |
| 1                           | 72            |
| 2-3                         | 23            |
| More than 3                 | 5             |

The question, "At what grade level do you feel you started getting behind the class in reading?", all students responded that it took place in elementary grades with the median grade level being 4th.

One gentleman explained that he had grown up on a farm and never attended school until he was thirteen. At thirteen, due to the compulsory attendance law, he enrolled in the first grade. He was only allowed to attend when he wasn't needed in the fields and quit at age sixteen when he was in the third grade. "I am forty-five years old now and I can still feel my face blush when I think about going to that school", he said.

The answers to the question, "What, if anything, do you feel was the major reason you did not learn to read in school?", were as varied as the students themselves. All the students had a story to tell and many were heart rendering. Some told of being denied an education because they were needed at home. Others, who were regular attenders, told of being passed from one grade to another without being able to read because they didn't cause any problems. Still others stated that their behavior in the classroom was the major reason they did not learn. In general, their answers

could be loosely categorized as follows:

|                                     |     |
|-------------------------------------|-----|
| Family situation or family problems | 27% |
| Instruction in school               | 21% |
| Irregular attendance                | 14% |
| Attitude                            | 12% |
| Learning problems                   | 16% |

These categories are rather general and certainly an overlapping was present in the actual verbal responses. It is interesting to note, however, that the family situation seemed to be used more often as a reason for lack of reading skill than the instruction itself.

### 3. Family Data

In an effort to lend direction to counseling and student recruitment, the following questions asked were concerning the educational level of family members of the adult reading students in Jefferson County:

If married:

1. What is the educational level of spouse? \_\_\_\_\_
2. How many years of school were completed by your father? \_\_\_\_\_  
mother? \_\_\_\_\_
3. Do you have children? \_\_\_\_\_  
If yes:
  - a. How many children? \_\_\_\_\_  
Ages? \_\_\_\_\_
  - b. Do your children know about your reading problem? \_\_\_\_\_
  - c. Are your children in school? \_\_\_\_\_  
Have they completed school? \_\_\_\_\_

Of the thirty (30) students interviewed, twelve (12) were married and nine (9) had children.

The median educational level of the spouse was 11th grade completion, and of the nine adults with children, the average number of children was 3.5. The ages of the children ranged from 1 month to 36 years with a total of 12 children currently enrolled in school.

In answer to the questions, "Do your children know about your reading problem?", all students with a child over the age of 10 stated that they did. Several people interviewed said their problems had affected their families. "It makes them slow now, I think because of me," said one woman raising five children alone. "It's hard to raise kids not being able to read. They're always bringing papers home from school for you to sign," she said.

One father reported sadly, "My five year old girl, she asks 'What's this? What's that?' pointing to words on TV and I wait till it's done to turn around." That, he said, is what finally made him decide to enroll in class.

Within the total adult reading class population (340) in answer to a question concerning reasons for returning to school, 22% answered with responses concerning children. These responses indicated desires to:

1. learn to read so that children did not ever find out about the deficiency.
2. help children with school work
3. learn to read because the children had encouraged them to return.

In the interviews, the section pertaining to children evoked the most emotion-packed responses. Generally, the students who were also parents had high aspirations for their children's education. One student expressed the following: "I don't want them to have to go through what I did. I want them to learn all they can and not be a dummy like me."

Another student stated proudly that all eight of his children had graduated from high school and that he was working two jobs to make it possible for two of them to attend college.

The following data was collected on educational level of the parents of the adult students:

| Grades Completed by Mother | %  |
|----------------------------|----|
| 0                          | 1  |
| 1-3                        | 6  |
| 4-8                        | 42 |
| 9-12                       | 38 |
| Over 12                    | 0  |
| Don't know                 | 13 |

| Grades completed by Father | %  |
|----------------------------|----|
| 0                          | 2  |
| 1-3                        | 5  |
| 4-8                        | 47 |
| 9-12                       | 25 |
| Over 12                    | 1  |
| Don't know                 | 20 |

The educational level of the father tended to be somewhat higher in grades completed than that of the mother. It is interesting to note that the largest percentage of parents had completed between four and eight years of school while the average student had completed 8.7 years of formal education.

#### 4. Employment

Correlations are often made between educational grade completed and employment status but a more pertinent correlation may be made between reading level and unemployment. In the Jefferson County Adult Reading Program the following data is presented based on 375 students with reading levels below 4.0.

| Reading Grade Level* | Employed | Unemployed |
|----------------------|----------|------------|
| 0-1 - 1.9            | 15%      | 85%        |
| 2.0 - 2.9            | 22%      | 78%        |
| 3.0 - 4.0            | 26%      | 74%        |

\*Measured by the ABLE test.

Of the total students enrolled in the reading classes in Jefferson County, 65% were receiving some form of public assistance and the median annual income was \$5,000 - \$10,000.

To ascertain specifically what effect illiteracy is having on employed and unemployed adults in the Jefferson County Adult Reading Program, the following questions were asked in individual interviews.

Of the thirty selected, 15 were employed and responded to the following questions:

1. Are you presently employed? \_\_\_\_\_  
In what position: \_\_\_\_\_ How long have you been in this position? \_\_\_\_\_  
\_\_\_\_\_
- If yes:
  - a. Does your job require any reading skill? \_\_\_\_\_  
Some reading daily \_\_\_\_\_ occasionally \_\_\_\_\_ no reading \_\_\_\_\_
  - b. Does your employer know about your reading problem? \_\_\_\_\_  
If so: Do you feel you may loose your job if he did? \_\_\_\_\_
  - c. Do any other employees know that you cannot read? \_\_\_\_\_  
If so, how many? \_\_\_\_\_
  - d. Has your lack of reading skill ever created a problem at work?  
Does it often create a problem? \_\_\_\_\_  
frequently \_\_\_\_\_ occasionally \_\_\_\_\_ not very often \_\_\_\_\_
  - e. If it were not for your problem, is there any other type of employment you would seek? \_\_\_\_\_

Are you actively seeking other employment? \_\_\_\_\_

The employed students responded to the question, "Does your job require any reading skill?" in the following way:

|                    |              |            |
|--------------------|--------------|------------|
| Some reading daily | Occasionally | No reading |
| 1                  | 12           | 1          |

Of those responding "occasionally" various specifics which required reading were referred to as announcements on bulletin boards, trade manuals, notes directed to them personally or instructions or labels on work related materials.

One of the female students in the interview verbalized the problem:

"You've got to be on guard all the time. You stand in front of the bulletin board as long as the guy next to you so no one will guess you can't read it."

In response to the questions, "Does your employer know about your reading problem?" Fourteen responded that he/she did not. The one who responded with a positive answer to this question worked for a building contractor and was the only full time employee in a small operation.

One student described the dilemma that seemed to permeate all the responses. "I used to work in a pickle factory," she said. "I did a good job and got promoted to a job handling written stencils. I quit before I made a big mistake." She never told the company why.

The question "Do any other employees know that you cannot read?" was answered by nine as "yes". Eight of those responding stated that one person at this job location knew of their problem and was depended upon to provide necessary communication from written information. One of the eight responding yes to the question stated that five people at his job location knew of his problem and three of them had no reading skill themselves.

The remaining six responded that no one at their job knew that they couldn't read. These six were very verbal on the problems it had caused and basically the survival skills they had developed in order to keep their jobs.

In response to the question, "Has your lack of reading skill ever created a problem at work?" all fifteen responded that it had with the following frequency:

Frequently  
1

Occasionally  
13

Seldom  
1

One of the students included in the study gave the following explanation:  
" I used to have a restaurant cook's job until the man who read the orders for me got fired. Now I have a job and my wife rigged a card with colors spelled out for me to copy. I still panic when I have to leave a note for the night shift."

Twelve responded that they would be seeking other employment if it were not for their reading problem which three reported they were happy in their work and would not desire other employment.

None of the fifteen were actively seeking other employment.

One plumber's aide in the program stated, "All my life my reading has held me back...who knows, I may have been the biggest boss of the biggest company in the world if I had learned to read."

In summary of the data for the employed reading students, the typical student in this category is having a problem in the labor force because of his or her inability to read. The student is hiding the deficiency from his employer and is depending on fellow employees to compensate for his deficiency. The majority of the employed students included in the survey would like to seek other employment but due to the problem of illeracy are not actively doing so.

The average reading functioning level of these students was 2.3 with the median years completed in school 7.9.

The information gained from the employment component of the questionnaire identifies the problem encountered when trying to locate literacy classes at the work site even though employers often encourage the establishment of these classes. The results also may indicate that recruitment efforts aimed toward the

employed illiterate adult might be better directed through another area of the adult's life as opposed to information from the employer or fellow employees.

The data also indicates that curriculum design might be better aimed toward job survival skills and that materials should focus reading selections and vocabulary on typical encounters in a daily work situation rather than the more traditional orientation of adult education materials. Individual learning packages could be developed for each student which would teach the basic literacy skills in conjunction with the basic job survival vocabulary and reading selections.

Fifteen students of the thirty selected for the study were unemployed and were asked to respond to the following questions:

If not employed:

- a. Are you now looking for work? \_\_\_\_\_
- b. What are your average yearly earnings? Less than 5,000; 5,000-10,000; 10,000-15,000; 15,000-20,000; above 20,000.
- c. If yes:  
How long have you been seeking a job? \_\_\_\_\_
- d. Have you worked before? \_\_\_\_\_
- e. How many jobs have you held in the last 2 years? \_\_\_\_\_
- f. Average time employed on each job? \_\_\_\_\_  
Has your lack of reading skill caused a problem in filling out a job application? \_\_\_\_\_
- g. Have you ever told a prospective employer about your reading problem? \_\_\_\_\_
- h. How do you find out about jobs which are open? \_\_\_\_\_

Fifteen students were interviewed who were unemployed. The average age for the unemployed group was 23 with the median reading level begin 1.8.

All fifteen of the students interviewed were looking for work although when questioned about job seeking only two could be considered to be exploring available work possibilities. The remaining thirteen students had not recently explored job openings through traditional channels but rather were depending on friends or relatives to make them aware of possible job availability. The

The responses of the fifteen students to the question, "How do you find out about jobs for which you might apply?" brought the following responses:

|                                                  |    |
|--------------------------------------------------|----|
| Word of mouth (acquaintance, friend or relative) | 10 |
| Employment Office                                | 3  |
| Media                                            | 2  |

These responses certainly have implications for curriculum design as well as recruitment of students for adult reading programs.

All fifteen of the unemployed students stated that they had held jobs previously. An average of three jobs for four months had been held by the students. Examples of comments by way of explanation when asked about the frequency of job change indicated that reading played a major role in their inability to keep a job. All students interviewed stated that they had never told a prospective employer about their reading problem and had only been able to secure jobs where the employer allowed them to take the job application with them or where no application was required.

One student interviewed laughingly recounted his ingenuity in dealing with application forms. "I would tell them (the employer) anything from I forgot my eyeglasses to my friend has better handwriting. Sometimes it worked - sometimes it didn't."

In response to the question, "Did you ever lose a job because you couldn't read?" Fourteen responded "yes" and one "no". This question prompted many comments from the participants which brought out their frustrations in trying to hide their inability on the job. In only one instance did a student confide in his boss that he could not complete a task due to his inability to read and this student was terminated.

In summary, employment, either to get a job or a better job, is a great motivating force for the adult student. Data collected from the entire group of reading students indicates that employment was cited as a major reason for returning to school by 41% of the students enrolled in the program.

It can be assumed that adults in the program feel that the value of literacy or credentialing is directly related to their chances for economic security.

### B. Student Data on Academic Advancement

At the close of the program May 2, 1980, 508 students had been served. Of the 508 students, the largest percentage, 62%, were black. White students accounted for 36% of the total class population with 1% Asian or Pacific Islander and 1% Hispanic. (Appendix Q)

The ages of the students ranged from 16-101 with the majority (52%) of the students being in the 16-24 year-age range. (Appendix R)

Females accounted for 46% of the students while 54% were male. Pre and Post test scores were available on 301 students and educational gains in vocabulary, reading comprehension, and spelling were measured.

Employment was shown to have an influence on gains in the reading program. Employed and unemployed students did differ significantly in reading skill gains with unemployed students showing greater gains in all areas assessed by the test instrument.

TABLE 5

T test: Gains Per Instructional Hours By Employment Status

| Variable                      |            | Number<br>of Cases | Mean   | t<br>Value | Degrees of<br>Freedom | Prob. |
|-------------------------------|------------|--------------------|--------|------------|-----------------------|-------|
| Vocabulary                    | Employed   | 127                | 0.4184 | -1.35      | 299                   | 0.179 |
|                               | Unemployed | 174                | 0.5599 |            |                       |       |
| Reading<br>Comprehen-<br>sion | Employed   | 127                | 0.5043 | -1.92      | 299                   | 0.056 |
|                               | Unemployed | 174                | 0.6781 |            |                       |       |
| Spelling                      | Employed   | 127                | 0.3912 | -1.16      | 299                   | 0.248 |
|                               | Unemployed | 144                | 0.4825 |            |                       |       |
| TOTAL:                        | Employed   | 127                | 0.4380 | -1.81      | 299                   | .071  |
|                               | Unemployed | 144                | 0.5735 |            |                       |       |

Motivation of students enrolling in reading classes was categorized by intrinsic and extrinsic motivational reasons as stated on enrollment forms. The majority of the students (84%) enrolled for intrinsic reasons, but this was not shown to have an effect on gains exhibited in the reading program.

TABLE 6

T test: Gains Per 30 Hours By Motivation

| Variable                      |           | Number<br>of Cases | Mean   | t<br>Value | Degrees of<br>Freedom | Prob. |
|-------------------------------|-----------|--------------------|--------|------------|-----------------------|-------|
| Vocabulary                    | Extrinsic | 46                 | 0.7043 | 1.81       | 297                   | 0.072 |
|                               | Intrinsic | 253                | 0.4504 |            |                       |       |
| Reading<br>Comprehen-<br>sion | Extrinsic | 46                 | 0.5553 | -0.40      | 297                   | .691  |
|                               | Intrinsic | 253                | 0.6042 |            |                       |       |
| Spelling                      | Extrinsic | 46                 | 0.4868 | 0.62       | 297                   | .537  |
|                               | Intrinsic | 253                | 0.4231 |            |                       |       |
| TOTAL:                        | Extrinsic | 46                 | 0.5822 | 0.91       | 297                   | .365  |
|                               | Intrinsic | 253                | 0.4926 |            |                       |       |

The last grade completed and the number of years of school completed by each student was not shown to be significantly related to academic gains in skill areas tested. The mean years out of school was shown to be 14 and the average grade completed was 8.7 years. Nineteen percent (19%) completed twelve years of school.

TABLE 7

Correlation Value: Years Out Of School And Last Grade Completed  
With Gain Per 30 Hours Of Instruction

|                         | Vocabulary     | Reading<br>Comprehension | Spelling | Total   |
|-------------------------|----------------|--------------------------|----------|---------|
| Years out of<br>school  | r value .036   | -.022                    | .012     | .012    |
|                         | N 301          | 301                      | 301      | 301     |
|                         | P= 0.26        | P = .35                  | P=.419   | P=.419  |
| Last grade<br>completed | r value 0.0603 | 0.0632                   | 0.0114   | 0.0066  |
|                         | N 301          | 301                      | 301      | 301     |
|                         | P= 0.149       | P= 0.137                 | P=0.422  | P=0.455 |

There was shown to be no significant difference in pre and post  
test scores by males and females.

TABLE 8

T test: Gain Per 30 Hours Of Instruction By Sex

| Variable                      |        | Number<br>of Cases | Mean   | t<br>Value | Degrees of<br>Freedom | Prob. |
|-------------------------------|--------|--------------------|--------|------------|-----------------------|-------|
| Word<br>Identi-<br>fication   | Female | 154                | 0.5347 | 0.68       | 299                   | .498  |
|                               | Male   | 147                | 0.4641 |            |                       |       |
| Word<br>Attack                | Female | 154                | 0.6416 | 0.84       | 299                   | .403  |
|                               | Male   | 147                | 0.5662 |            |                       |       |
| Passage<br>Comprehen-<br>sion | Female | 154                | 0.4063 | -0.99      | 299                   | 0.321 |
|                               | Male   | 147                | 0.4835 |            |                       |       |
| TOTAL:                        | Female | 154                | 0.5275 | 0.31       | 299                   | 0.757 |
|                               | Male   | 147                | 0.5046 |            |                       |       |

Classes were offered at varying times of the day and days of the week. There was no significant difference in gains exhibited students attending day or evening classes.

TABLE 9

T test: Gains Per 30 Hours Of Instruction By Time Of Class Session

| Variable                      |         | Number<br>of Cases | Mean  | t<br>Value | Degrees of<br>Freedom | Prob. |
|-------------------------------|---------|--------------------|-------|------------|-----------------------|-------|
| Vocabulary                    | Day     | 141                | 0.504 | 0.03       | 298                   | 0.973 |
|                               | Evening | 159                | 0.500 |            |                       |       |
| Reading<br>Comprehen-<br>sion | Day     | 141                | 0.668 | 1.28       | 298                   | 0.202 |
|                               | Evening | 159                | 0.552 |            |                       |       |
| Spelling                      | Day     | 141                | 0.454 | 0.22       | 298                   | 0.823 |
|                               | Evening | 159                | 0.437 |            |                       |       |
| TOTAL:                        | Day     | 141                | 0.542 | 0.61       | 298                   | 0.541 |
|                               | Evening | 159                | 0.496 |            |                       |       |

The average number of instructional hours for the 301 students with pre and post test data available was 85 hours. The average total mean gain in reading skill areas tested was 1.2 years.

The pre and post test scores were not controlled for time and there was a significant difference between pre and post test scores.

TABLE 10

## T test For Paired Samples Of Pre And Post Tests

| Variable                           | Number<br>of Cases | Mean   | t<br>Value | Degrees of<br>Freedom | Prob. |
|------------------------------------|--------------------|--------|------------|-----------------------|-------|
| Pre-test<br>Vocabulary             | 301                | 4.043  | 13.72      | 300                   | .01   |
| Post-test<br>Vocabulary            |                    | 5.172  |            |                       |       |
| Pre-test Reading<br>Comprehension  | 301                | 3.777  | 22.18      | 300                   | .01   |
| Post-test Reading<br>Comprehension |                    | 5.2056 |            |                       |       |
| Pre-test<br>Spelling               | 301                | 3.067  | 16.46      | 300                   | .01   |
| Post-test<br>Spelling              |                    | 4.047  |            |                       |       |
| Pre-test Total:                    | 301                | 3.629  | 22.23      | 300                   | .01   |
| Post-test Total:                   |                    | 4.808  |            |                       |       |

The number of hours of attendance was categorized as follows:

0-30 hours, 31-60 hours, 61-90 hours, 91-120 hours, 121-150 hours, 151-180 hours, 181 hours and above. The mean hours of attendance was 85.

Available class schedules varied from two (2) hours per week to sixteen (16) hours per week with most classes meeting six (6) hours per week.

The difference in class scheduling accounted for the greatest distribution of attendance hours being 31 to 120 hours. The few classes which met four (4) days per week and the one (1) class meeting on a weekly basis accounted for the small count at the top and bottom ends of the distribution.

On the three (3) sections of the test the mean gain between pre- and post-test was as follows:

TABLE 11

## Analysis Of Variance: Mean Gains On Vocabulary Test

| Instructional Hours | Number of Students | Mean Gain | Standard Deviation |
|---------------------|--------------------|-----------|--------------------|
| 0-30                | 19                 | 0.326     | 1.749              |
| 31-60               | 78                 | 1.213     | 1.207              |
| 61-90               | 101                | 1.104     | 1.358              |
| 91-120              | 43                 | 1.581     | 1.273              |
| 121-150             | 25                 | 0.504     | 1.111              |
| 151-180             | 17                 | 1.012     | 1.072              |
| 181-200             | 18                 | 2.563     | 2.626              |
| TOTAL               | 301                | 1.136     | 1.395              |

TABLE 12

Analysis Of Variance: Mean Gains On Reading Comprehension By  
Hours Of Instruction

| Instructional Hours | Number of Students | Mean Gain | Standard Deviation |
|---------------------|--------------------|-----------|--------------------|
| 10-30               | 19                 | 0.5895    | 1.001              |
| 31-60               | 78                 | 1.306     | 1.127              |
| 61-90               | 101                | 1.435     | 1.055              |
| 91-120              | 43                 | 1.714     | 0.841              |
| 121-150             | 25                 | 1.484     | 1.310              |
| 151-180             | 17                 | 1.635     | 0.714              |
| 181-200             | 18                 | 2.588     | 0.647              |
| TOTAL               | 301                | 1.434     | 1.080              |

TABLE 13

Analysis Of Variance: Mean Gains On Spelling Test By Hours Of Instruction

| Instructional Hours | Number of Students | Mean Gain | Standard Deviation |
|---------------------|--------------------|-----------|--------------------|
| 10-30               | 19                 | 0.542     | 0.798              |
| 31-60               | 78                 | 1.033     | 1.196              |
| 61-90               | 101                | 1.019     | 0.974              |
| 91-120              | 43                 | 0.621     | 0.633              |
| 121-150             | 25                 | 1.300     | 1.256              |
| 151-180             | 17                 | 1.094     | 0.703              |
| 181-200             | 18                 | 1.213     | 1.402              |
| TOTAL               | 301                | 0.9667    | 1.027              |

TABLE 14

Analysis Of Variance: Mean Gains On Total Tests

| Instructional Hours | Number of Students | Mean Gain | Standard Deviation |
|---------------------|--------------------|-----------|--------------------|
| 10-30               | 19                 | 0.486     | 0.969              |
| 31-60               | 78                 | 1.184     | 1.020              |
| 61-90               | 101                | 1.186     | 0.883              |
| 91-120              | 43                 | 1.305     | 0.637              |
| 121-150             | 25                 | 1.096     | 0.577              |
| 151-180             | 17                 | 1.247     | 0.492              |
| 181-200             | 18                 | 2.121     | 1.127              |
| TOTAL               | 301                | 1.789     | 0.890              |

The greatest gains were shown by students on the Reading Comprehension Test while the least gains were exhibited on the Spelling section. The average student received 85 hours of class instruction and made the following mean gains: Reading Vocabulary 1.1, Reading Comprehension 1.4, and Spelling .96. When compared to a regular K-12 school program, the hours of instruction amount to approximately fourteen days.

The gains made by students were shown to be greatest in the first 30 hours of instruction. The rapidity of the gain slowed as additional instructional hours increased. The first contact hours being the most productive can probably best be explained by a "re-learning" of information which occurs during the initial instructional period. This relearning combined with, for many, the student's first exposure to word attack skills makes the first thirty hours the prime instructional period for rapid gain.

TABLE 11

Correlation Value: Gains By 30 Hours Of Instruction

|         | Vocabulary | Reading<br>Comprehension | Spelling | Total   |
|---------|------------|--------------------------|----------|---------|
| r value | -0.2294    | -0.2752                  | -0.2909  | -0.3202 |
| N       | 301        | 301                      | 301      | 301     |
| P=      | .01        | .01                      | .01      | .01     |

Students were asked for information concerning any special classes they attended during their elementary and high school career. Special classes were interpreted to be any remedial education in conjunction with a regular class or any class assignment other than a regular program.

Of the 301 students included in the study, sixty had received special assistance while attending the regular school program. The gains exhibited in the reading program did not appear to be effected by previous special education.

TABLE 15

T test: Gains Per Instructional Hour By Special Classes

| Variable              |                    | Number of Cases | Mean   | t Value | Degrees of Freedom | Prob. |
|-----------------------|--------------------|-----------------|--------|---------|--------------------|-------|
| Vocabulary            | Special Classes    | 60              | 0.3585 | -1.36   | 298                | 0.174 |
|                       | No Special Classes | 240             | 0.5359 |         |                    |       |
| Reading Comprehension | Special Classes    | 60              | 0.5197 | -0.95   | 298                | 0.345 |
|                       | No Special Classes | 240             | 0.6266 |         |                    |       |
| Spelling              | Special Classes    | 60              | 0.4806 | 0.46    | 298                | 0.645 |
|                       | No Special Classes | 240             | 0.4358 |         |                    |       |
| TOTAL:                | Special Classes    | 60              | 0.4530 | -.86    | 298                | 0.391 |
|                       | No Special Classes | 240             | 0.5328 |         |                    |       |

The students in the reading classes ranged in age from 16 to 72. Age was not shown to have a significant effect on gains exhibited in the program.

TABLE 16

Correlation Value: Age With Gain Per 30 Hours Of Instruction

|     | Vocabulary    | Reading Comprehension | Spelling | Total  |
|-----|---------------|-----------------------|----------|--------|
| Age | r value 0.243 | -.0183                | .0071    | 0.0065 |
|     | N 301         | 301                   | 301      | 301    |
|     | P= 0.337      | .376                  | 0.451    | 0.456  |

### Summary and Recommendations

Through the Jefferson County Adult Reading Project, 508 students functioning at a 5.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. Programmatic progress was evidenced by strides made in diagnosing individual learning problems and in adapting curriculum to deal with varied learning styles.

The results of the study conducted in the 310 project in Jefferson County has provided some insight which was used in making the following recommendations. It is hoped that these recommendations will be of benefit in the improvement of the program.

1. Recommendations for Recruitment:

As evidenced by student response, the inability to read is a closely guarded secret. Recruitment, therefore, should stress the confidentiality of their inquiries and their enrollment.

Since employers were not aware of the reading problem or at least were not told by the student, recruitment efforts through business and industry may be better directed elsewhere.

Television and radio should be more fully utilized through public service announcements and interview shows. Airing of question and answer type shows would be of benefit to let potential students dispel anxieties and remain anonymous.

Printed flyers concerning the program should be directed toward family members of non-readers since they would be most aware of the problem and could better approach the potential student.

The difference between the regular school program, where they

once failed, and adult programs should be stressed in advertising.

Success stories of other reading students need to be publicized by personal contact since many students interviewed had serious doubts that adults could go from non-readers to competent readers. Students who have successfully completed the program could be used in the recruitment of others.

## 2. Recommendations for Materials:

Materials need to be used which address the particular needs and interests of the students. More life-coping skills - either personal or job related materials need to be used in teaching basic reading.

For the employed student, materials need to be developed for instruction centered around required job reading. The unemployed could benefit from materials centered around job-seeking skills, application forms, and common usage words designed for adults rather than children. Career exploration content should also be used in teaching basic reading.

Materials such as story books designed for children should be used as instructional material for those adults desiring to read to their children.

Instructional materials should not be limited to commercially-prepared texts but should involve student and teacher-made materials. Commercially-made materials should be evaluated before use with a student, and the following questions need to be considered:

1. Do the materials meet a need felt by the students?
2. Is the material presented useful and appropriate for adult needs such as reading selections dealing with:
  - a. employment
  - b. product use
  - c. current events
  - d. environmental protection
  - e. health care
  - f. consumerism
  - g. citizenship

3. Is instruction provided or does the work consist mostly of practice and drill?
  4. Are the skills presented in an adult context without a condescending tone?
  5. Does the material approximate the reality the learner must deal with in out-of-school situations?
  6. Does the material approximate language as it is used by the learner in sentences and paragraphs?
3. Recommendations for Teacher Training:
- More training needs to be provided in:
- a. individualizing instruction
  - b. using supplementary materials appropriately
  - c. developing materials for particular student needs
  - d. counseling and goal setting with adult students
  - e. motivational techniques
  - f. retention methods used effectively in encouraging consistent attendance
  - g. recognizing and remediating learning problems
  - h. referral processes for community services
  - i. characteristics of adult non-readers and the implications for instruction
  - j. personal counseling
  - k. group dynamics in relation to class management
  - l. career and job counseling

This training may be accomplished in in-service meetings addressing one or more of the topics. Experts in the field would be desirable resource people to address the topics, but the training could be conducted very well by staff members recognized as exhibiting strengths in one or more of the areas.

A needs assessment tool should also be developed and administered to teachers. This tool could identify additional areas which need to be addressed in training programs.

4. Recommendations for Student Counseling:

Personal counseling and individual "rap sessions" need to be a continuing part of the program.

Community resources should be fully utilized by the teacher in making referrals of students to agencies.

Career and job counseling needs to be an emphasized component of the program.

Lists of jobs need to be developed which require minimum reading skill. This job list could be used in counseling with students who have an immediate and pressing economic need. The following list may serve as a sample of a list which may be developed based on availability of jobs in the community:

|                          |                                      |
|--------------------------|--------------------------------------|
| Truck driver             | Agricultural production              |
| Photographer             | Assembly line worker                 |
| Brick layer assistant    | Animals: breeding, boarding, selling |
| Carpenter assistant      | Furniture refinishing                |
| Cement mason assistant   | Tailor/seamstress                    |
| Heavy equipment operator | Crafts making                        |
| Painter assistant        | Furniture moving                     |
| Plasterer assistant      | Framing pictures                     |
| Plumber assistant        | Glass-blowing                        |
| Furniture upholsterer    | Greenhouse worker                    |
| Meat cutter              | Potter (ceramics)                    |
| Florist                  | Stained glass designing and repair   |
| Forester                 | Mailroom worker                      |
| Day care worker          | Keypunch                             |
| Model                    | Laundry/dry cleaning plant           |
| Cabinet maker            | Packaging/gift wrap                  |
| Housekeeping/janitorial  | Food concession                      |
| Insulation installer     | Food preparation                     |
| Landscaping assistant    |                                      |
| Farming assistant        |                                      |

5. Other Recommendations:

A cooperative effort needs to be launched involving all

agencies providing services to the target population. This cooperation could better determine needs and add direction for the development of a comprehensive program.

Teachers need to be carefully screened and evaluated on how well they relate to the poverty stricken and/or undereducated adults in the program as well as their instructional ability.

Sites need to be selected, when possible, which ensure confidential entry. Establishment of classes should be in buildings other than school facilities where possible to emphasize the difference between the instruction they received in the regular program and adult education instruction.

Schedules need to be established that will suit the needs of the employed, unemployed, swing-shift workers, and parents with child responsibilities.

The self-concept of the student should be the underlying concern in all classroom activities. Strengths of each student should be emphasized and used to the fullest extent within the classroom.

In summary, the adult who decides to return to school to learn to read or improve reading skill has overcome many anxieties in making the initial step. He/she needs to be respected for the courage in taking the risk and protected from ridicule and failure. The student has failed in the educational system at one time, and the adult educator needs to do everything possible to see that it doesn't happen again. A constant evaluation of all aspects of the program with rapid revisions when necessary is the only way to ensure that the adult will have every chance to succeed in the return to the world of education.

JEFFERSON COUNTY 1976  
**Unemployment Rate** APPENDIX A

Percent of Persons in Labor Force Not Working

□ 0.0 - 2.9

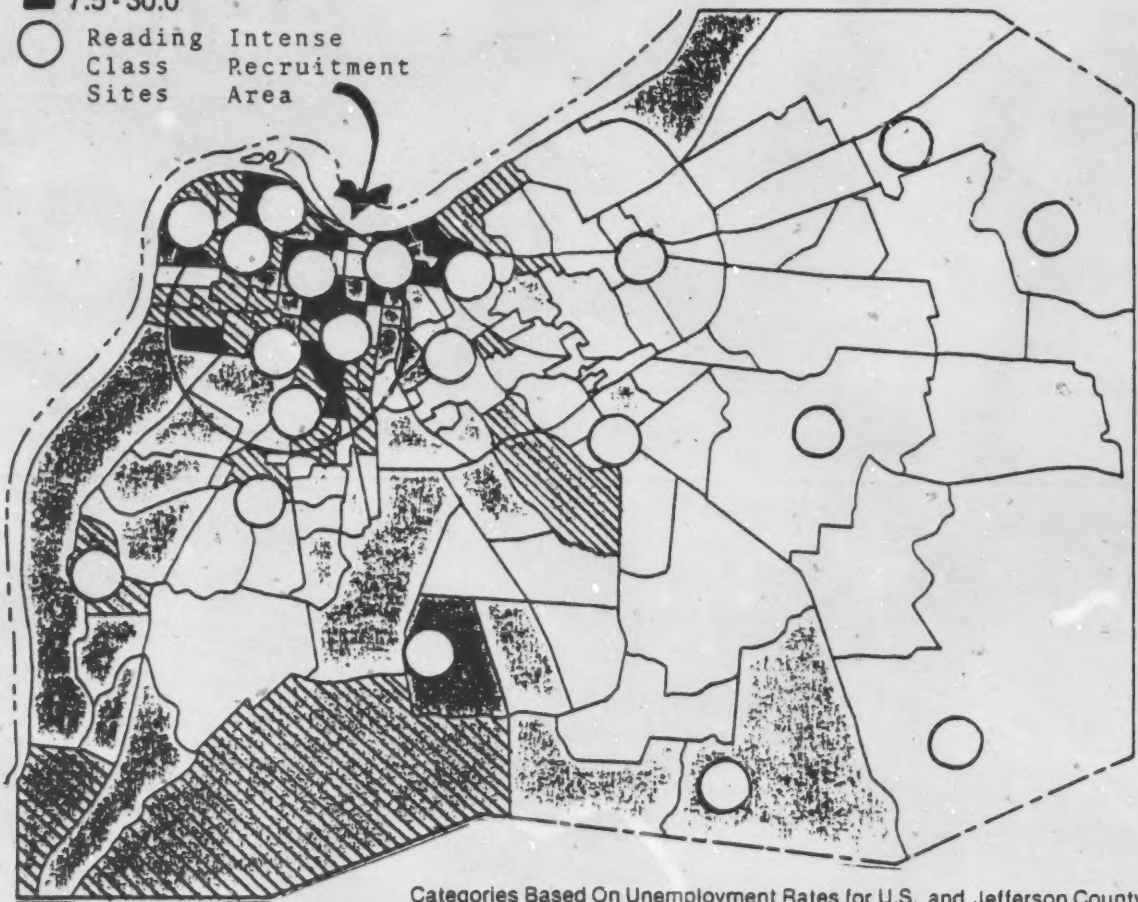
□ 3.0 - 4.4

▨ 4.5 - 5.9

■ 6.0 - 7.4

■ 7.5 - 30.0

○ Reading Intense  
 Class Recruitment  
 Sites Area



Categories Based On Unemployment Rates for U.S. and Jefferson County

JEFFERSON COUNTY 1975  
**High School Completion**

APPENDIX B

Population 25 Years and Older Having Completed High School  
as a Percent of Total Population 25 Years of Age and Over

□ 75.0 - 95.0

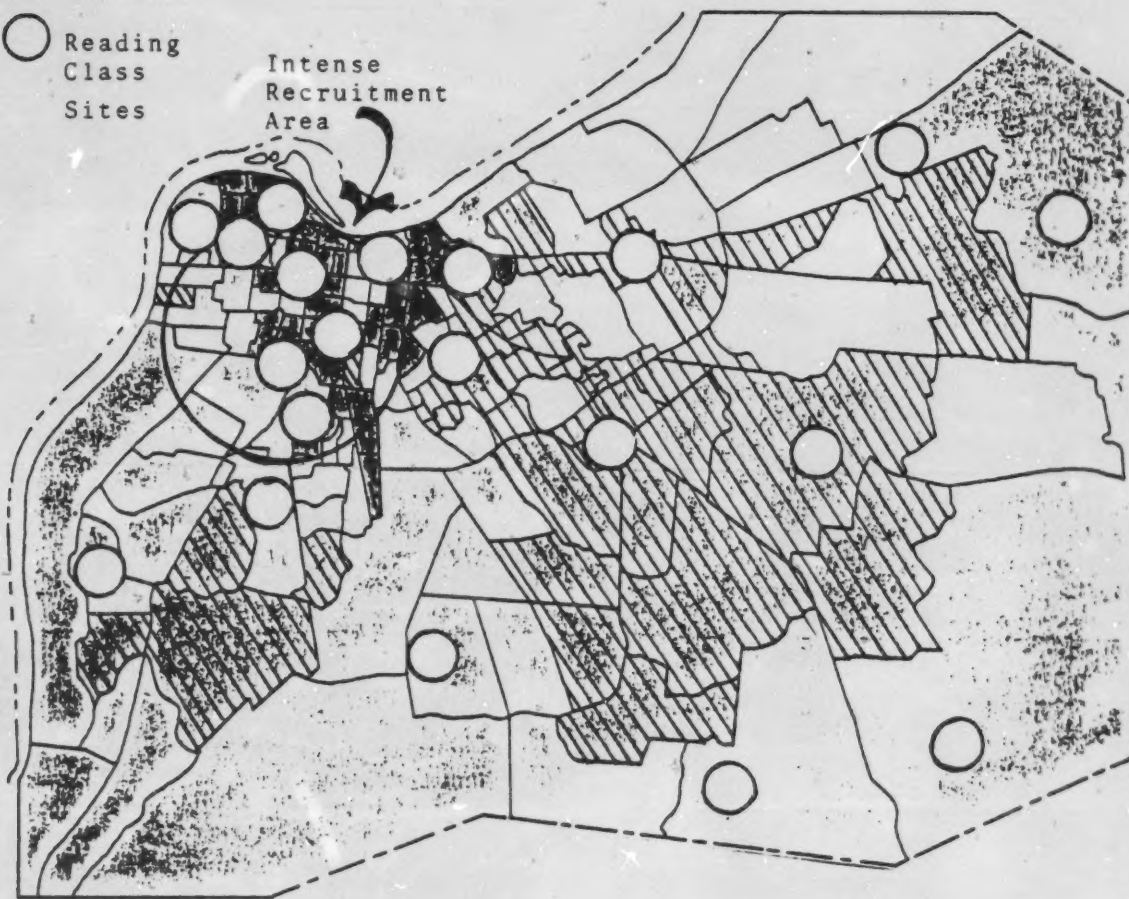
▨ 50.0 - 74.9

□ 25.0 - 49.9

■ 5.0 - 24.9

○ Reading  
Class  
Sites

Intense  
Recruitment  
Area



APPENDIX C  
Population Density 1975

Number of Persons Per Residential Acre

□ 4- 9

□ 10- 14

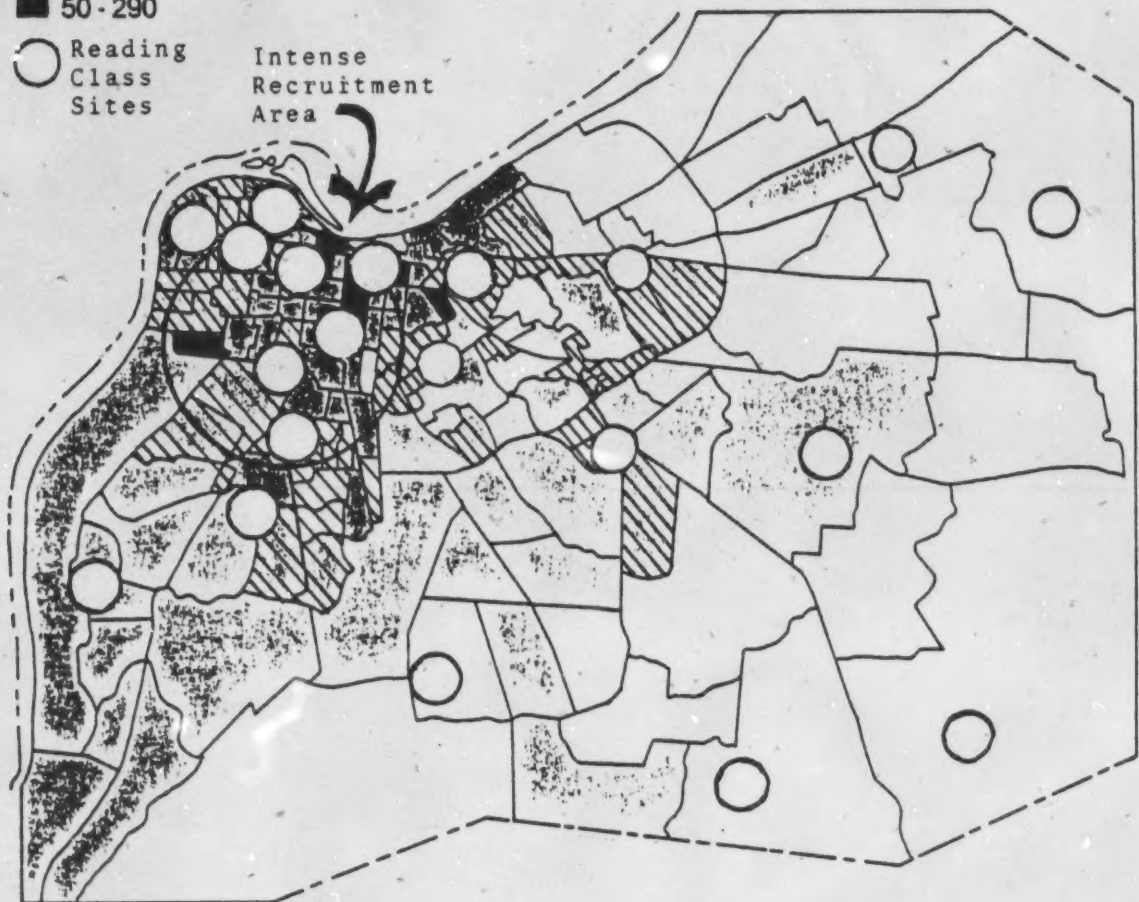
▨ 15- 24

■ 25- 49

■ 50-290

○ Reading  
Class  
Sites

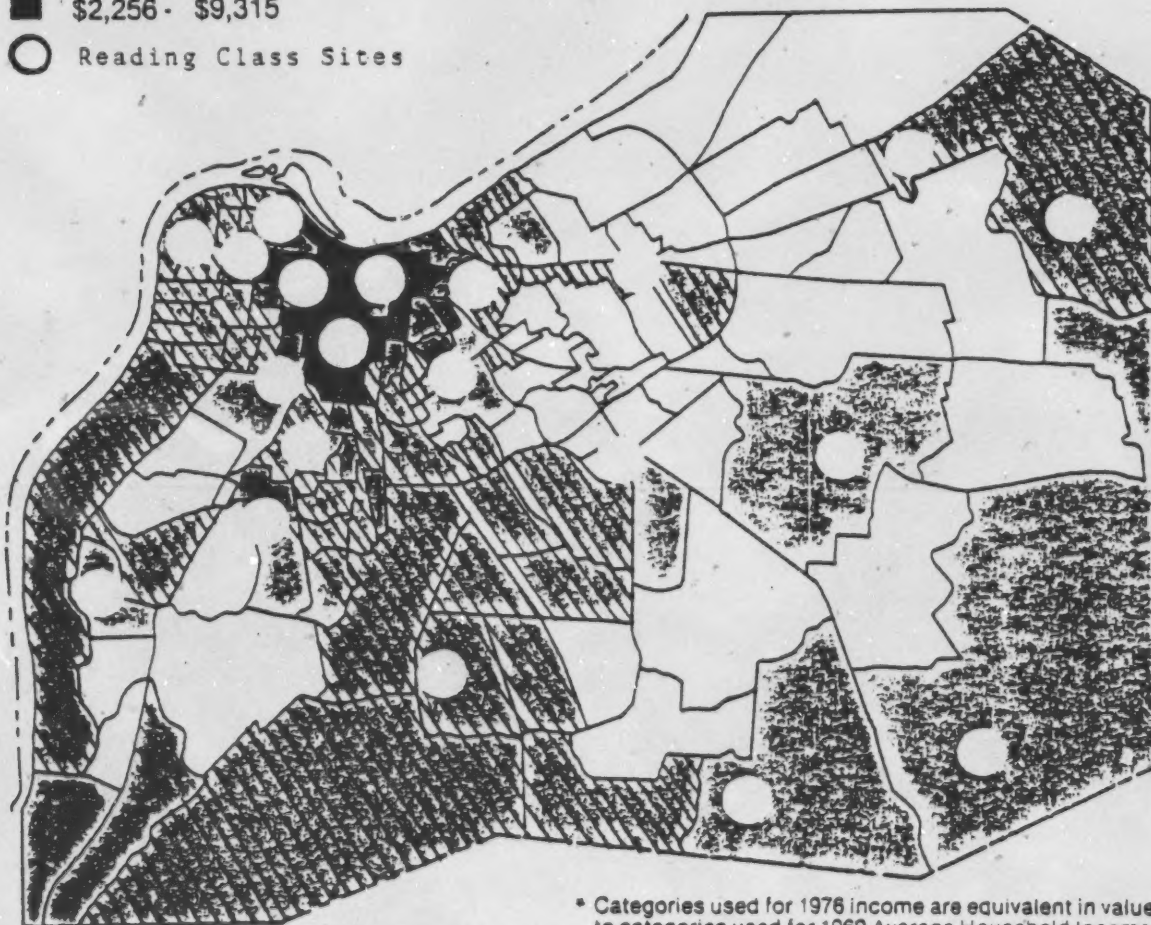
Intense  
Recruitment  
Area



## Average Household Income 1976

Estimated Mean Income Per Household\*

- \$17,080 - \$40,000
- \$15,527 - \$17,079
- \$10,869 - \$15,526
- ▨ \$9,316 - \$10,868
- \$2,256 - \$9,315
- Reading Class Sites



\* Categories used for 1976 income are equivalent in value to categories used for 1969 Average Household Income.

## Reading Class Sites

27 Locations

- 7 Churches
- 6 Learning Centers
- 6 Night High Schools
- 4 Community Centers
- 2 Community Schools
- 2 Libraries

## Schedules

## Enrollment by Class Time

|                   |     |
|-------------------|-----|
| Morning Classes   | 33% |
| Afternoon Classes | 13% |
| Evening Classes   | 51% |
| Saturday Classes  | 3%  |

## Workshop for Adult Reading Teachers

## September 10, 1979 - Monday

|              |                                                                         |
|--------------|-------------------------------------------------------------------------|
| 8:00 - 8:30  | Welcome and Introductions                                               |
| 8:30 - 9:00  | Objectives and Overview of Workshop                                     |
| 9:00 - 12:00 | "Teaching the Illiterate Adult"<br>by Dr. JoAnn Duzant                  |
| 12:00 - 1:00 | Lunch                                                                   |
| 1:00 - 2:00  | Adult Reading Series<br>Dr. JoAnn Duzant                                |
| 2:00 - 2:15  | Break                                                                   |
| 2:15 - 4:00  | Characteristics of Undereducated Adults<br>Implications for Instruction |

## September 11, 1979 - Tuesday

|               |                                                                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 - 10:15  | Literacy Training Films                                                                                                                                                                    |
| 10:15 - 10:30 | Break                                                                                                                                                                                      |
| 10:30 - 12:00 | Overview of Adult Education Program <ol style="list-style-type: none"><li>1. State Organization</li><li>2. Local Adult Program</li><li>3. Jefferson County Adult Reading Project</li></ol> |
| 12:00 - 1:00  | Lunch                                                                                                                                                                                      |
| 1:00 - 2:30   | Laubach Literacy Method                                                                                                                                                                    |
| 2:30 - 2:45   | Break                                                                                                                                                                                      |
| 2:45 - 3:45   | Practicum in Laubach                                                                                                                                                                       |
| 3:45 - 4:00   | Evaluation and Wrap-Up                                                                                                                                                                     |

## Workshop for Adult Reading Teachers

## September 12, 1979 - Wednesday

|               |                                               |
|---------------|-----------------------------------------------|
| 9:00 - 10:15  | Supplemental Materials                        |
| 10:15 - 10:30 | Break                                         |
| 10:30 - 11:15 | Testing Procedures                            |
|               | 1. Slossen                                    |
|               | 2. ABEL                                       |
| 11:15 - 12:00 | Practicum in Test Administration & Scoring    |
| 12:00 - 1:00  | Lunch                                         |
| 1:00 - 2:30   | Counseling & Goal Setting with Adult Students |
| 2:30 - 3:45   | Learning Problems in Adult Students           |
|               | 1. Diagnosis                                  |
|               | 2. Implications for Teaching Techniques       |
| 3:45 - 4:00   | Wrap-Up and Evaluation                        |

## September 14, 1979 - Friday

|               |                            |
|---------------|----------------------------|
| 8:00 - 9:00   | "What to Do the First Day" |
| 9:00 - 10:15  | Class Management           |
| 10:15 - 10:30 | Break                      |
| 10:30 - 11:30 | Recordkeeping Procedures   |
| 11:30 - 12:00 | Wrap-Up and Evaluation     |

## SUMMARY OF READING TEACHER'S EVALUATION RANKINGS

| TOPIC                                   | VERY<br>POOR<br>0 | POOR<br>1 | FAIR<br>2 | GOOD<br>3 | VERY<br>GOOD<br>4 | EXCELLENT<br>5 | AVERAGE<br>RANKING |
|-----------------------------------------|-------------------|-----------|-----------|-----------|-------------------|----------------|--------------------|
| State and Local Adult Education Program |                   |           |           |           |                   |                | 5.0                |
| Teaching the Illiterate Adult           |                   |           |           |           |                   |                | 3.5                |
| Characteristics of Non-reading Adults   |                   |           |           |           |                   |                | 4.8                |
| Literacy Training Films                 |                   |           |           |           |                   |                | 4.5                |
| Laubach Literacy Approach and Practicum |                   |           |           |           |                   |                | 4.0                |
| Testing Procedures                      |                   |           |           |           |                   |                | 4.6                |
| Test Practicum                          |                   |           |           |           |                   |                | 4.5                |
| Adult Reading Materials                 |                   |           |           |           |                   |                | 5.0                |
| Counseling and Goal Setting             |                   |           |           |           |                   |                | 4.9                |
| Classroom Management                    |                   |           |           |           |                   |                | 4.6                |
| SRA Corrective Reading                  |                   |           |           |           |                   |                | 3.0                |
| Learning Disabilities                   |                   |           |           |           |                   |                | 4.0                |
| Steck Vaughn Adult Reading              |                   |           |           |           |                   |                | 4.0                |

Public Service Announcement

When was the last time you went for a job interview and couldn't read the application? How long has it been since your child asked you to read a story or help with homework and you turned him away because you couldn't read?

Don't feel that you have to go through life meeting one frustration after another because you can't read.

You can learn to read in free classes offered only to adults with problems like yours. Call today at 361-1364 to register. There are day, evening, and Saturday classes and there is no charge for this service.

Call 361-1364 today to find the location nearest you. Don't put off learning to read. Call today.

# some adults can't read this

Will you tell them about it?



ADULT  
READING  
CLASS  
is the key



361-1364

FREE CLASSES

Day - Evening - Saturday

69

Jefferson County Board of Education

## Some Adults Can't Read This?

Do you know one of them?

Help them unlock their future.  
They CAN learn!

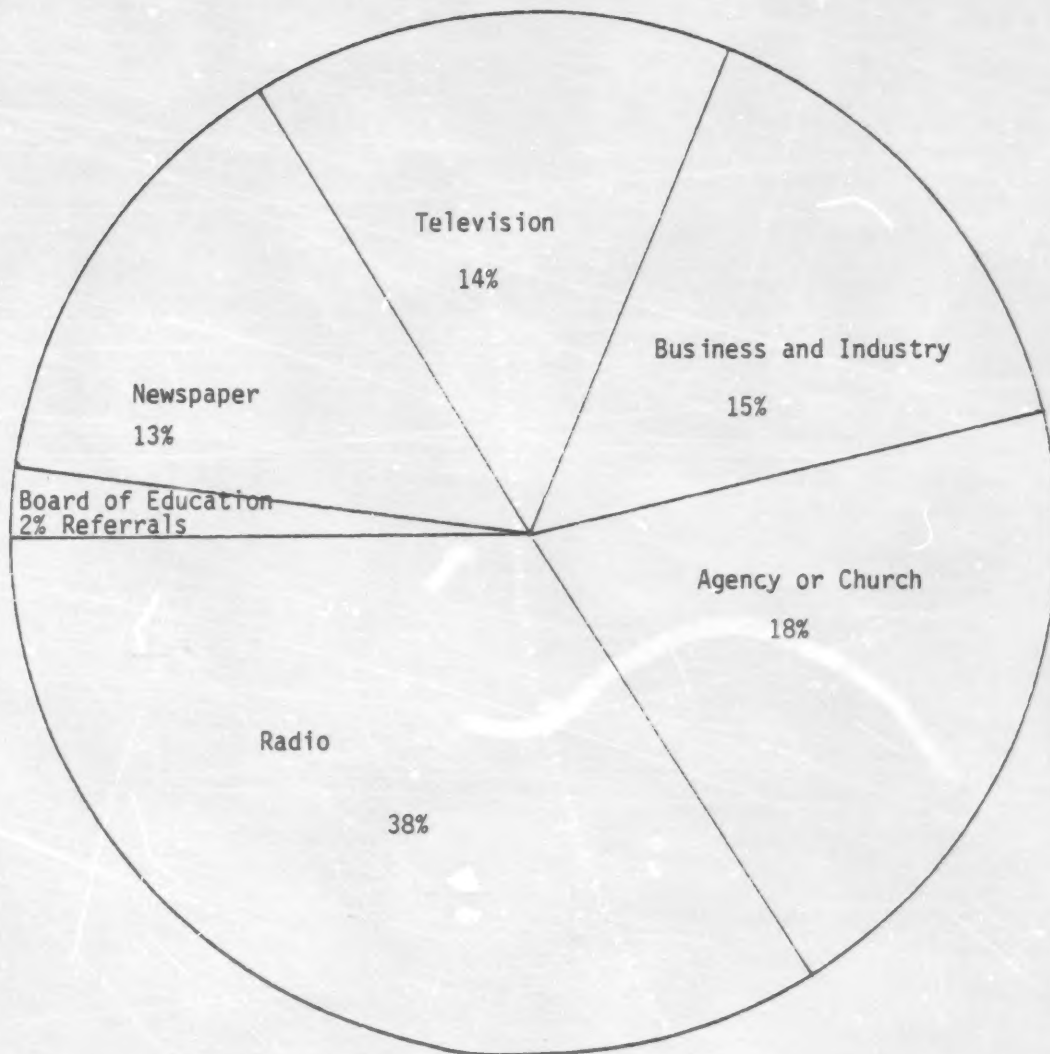
Tell them about the 20 FREE  
adult reading classes in Jefferson  
County.

Day - Evening - Saturday

**361-1364**



## RECRUITMENT DATA



## APPENDIX L

Results of Recruitment Effort  
1978-79 Program

| <u>Recruitment Method</u> | <u>Percentage of Students</u> |
|---------------------------|-------------------------------|
| Radio                     | 45%                           |
| Newspapers                | 19%                           |
| Television                | 11%                           |
| Business & Industry       | 11%                           |
| Community Agencies        | 9%                            |
| Schools                   | 3%                            |
| Neighborhood Canvas       | 2%                            |

Results of Recruitment Effort  
1979-80 Program

| <u>Recruitment Method</u>    | <u>Percentage of Students</u> |
|------------------------------|-------------------------------|
| Radio                        | 38%                           |
| Agency or Church             | 18%                           |
| Business and Industry        | 15%                           |
| Television                   | 14%                           |
| Newspaper                    | 13%                           |
| Board of Education Referrals | 2%                            |

## Comparison of the 1978-79 and 1979-80 Initial Enrollment Reading Scores.

## 1978-79 Initial Test Results

| Levels by Grade | Percentage of Students |
|-----------------|------------------------|
| 0 - 1.0         | 41%                    |
| 1.1 - 2.0       | 21%                    |
| 2.1 - 3.0       | 13%                    |
| 3.0 - 3.9       | 25%                    |

## 1979-80 Initial Test Results

| Levels by Grade | Percentage of Students |
|-----------------|------------------------|
| 0 - .9          | 24%                    |
| 1.0 - 1.9       | 15%                    |
| 2.0 - 2.9       | 17%                    |
| 3.0 - 3.9       | 14%                    |
| 4.0 - 4.9       | 14%                    |
| 5.0 - 5.9       | 16%                    |

# Certificate Of Achievement

JEFFERSON COUNTY BOARD OF EDUCATION

ADULT EDUCATION

AWARDED TO

\_\_\_\_\_  
*This is to certify that the holder of this certificate has*

*received training in the area of:*

\_\_\_\_\_  
*In testimony whereof and by authority in us vested, we have affixed*

*our signatures this the \_\_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_.*

\_\_\_\_\_  
*Instructor*

*Sam Hale*  
\_\_\_\_\_  
*Local School Official*



## Student Reasons for Separations

104 Total Separations

|                                                         |     |
|---------------------------------------------------------|-----|
| 1. To take a job (Unemployed when entered program)      | 17% |
| 2. To take a better job (employed when entered program) | 13% |
| 3. To enter another training program                    | 2%  |
| 4. Met personal objective                               | 6%  |
| 5. For lack of interest                                 | .5% |
| 6. Because of health problems                           | 4%  |
| 7. Because of transportation problems                   | .5% |
| 8. Because of child care problems                       | 4%  |
| 9. Because of family problems                           | 11% |
| 10. Because of time class/program is scheduled          | 11% |
| 11. For other known reasons (specify)                   |     |
| 12. For unknown reasons                                 | 31% |

## APPENDIX P

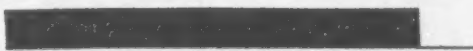
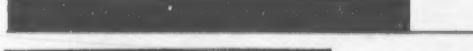
No. of  
Teachers  
Using &  
Responding

| 0              | 1 | 2    | 3 | 4              | 5 | Average<br>Ranking |
|----------------|---|------|---|----------------|---|--------------------|
| Not<br>Helpful |   | Fair |   | Excel-<br>lent |   |                    |

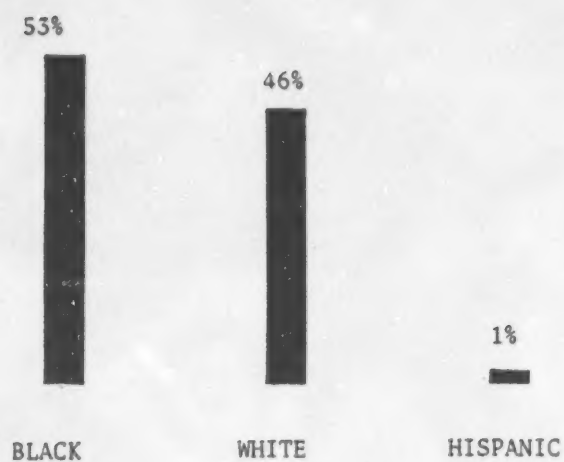
|    |     |                                                                      |                                                                                      |     |
|----|-----|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| 10 | 1.  | <u>Working With Words</u><br>(Steck Vaughn)                          |    | 2.5 |
| 10 | 2.  | <u>Working With Patterns</u><br>(Steck Vaughn)                       |    | 2.7 |
| 15 | 3.  | <u>Building Word Power</u><br>(Steck Vaughn)                         |    | 4.5 |
| 7  | 4.  | <u>Adult Reader</u><br>(Steck Vaughn)                                |    | 2.1 |
| 4  | 5.  | <u>Steps to Learning,</u><br>Book 1 & 2<br>(Steck Vaughn)            |    | 2.0 |
| 19 | 6.  | <u>Steps to Spelling,</u><br>Book 1, 2, 3<br>(Steck Vaughn)          |    | 4.2 |
| 12 | 7.  | <u>Steck Vaughn Adult</u><br><u>Reading 1100</u>                     |    | 3.8 |
| 12 |     | Reading 1200                                                         |   | 3.8 |
| 12 |     | Reading 1300                                                         |  | 3.8 |
| 12 |     | Reading 1400                                                         |  | 4.5 |
| 12 |     | Reading 2100                                                         |  | 4.5 |
| 10 |     | Reading 2200                                                         |  | 3.6 |
| 10 |     | Reading 2300                                                         |  | 3.6 |
| 8  |     | Reading 2400                                                         |  | 4.5 |
| 11 | 8.  | <u>Markets &amp; Menus,</u><br><u>Trips &amp; Travels</u><br>(Xerox) |  | 3.5 |
|    | 9.  | <u>Pal Kit (Xerox)</u>                                               |  | 4.5 |
| 8  | 10. | <u>Discovering Phonics</u><br><u>We Use</u><br>(Lyons & Carnahan)    |  | 3.0 |
| 5  | 11. | <u>Reading Attainment</u><br><u>Kits</u><br>(Grollier)               |  | 3.0 |

## APPENDIX P (con't.)

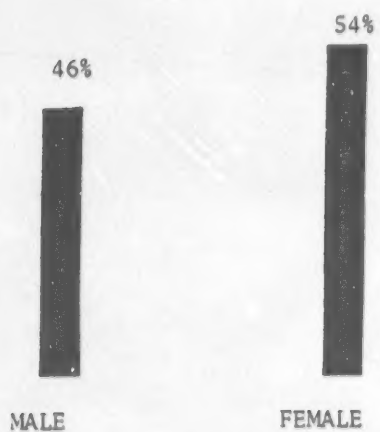
| No. of<br>Teachers<br>Using &<br>Responding |                            |                                                                                                            |   |   |     | Average<br>Ranking |
|---------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------|---|---|-----|--------------------|
|                                             | 0                          | 1                                                                                                          | 2 | 3 | 4 5 |                    |
|                                             | Not Helpful Fair Excellent |                                                                                                            |   |   |     |                    |
| 28                                          | 19.                        | Slossen Test                                                                                               |   |   |     | 3.0                |
| 20                                          | 20.                        | Woodcock Reading Mastery Test                                                                              |   |   |     | 4.5                |
| 28                                          | 21.                        | ABLE Test                                                                                                  |   |   |     | 2.0                |
| 15                                          | 22.                        | Improving Your Handwriting (Steck Vaughn)                                                                  |   |   |     | 3.8                |
| 12                                          | 23.                        | Applying Reading Skills (Steck Vaughn)<br><u>Night Crossing, Can You Top This?, Devilrow</u>               |   |   |     | 3.5                |
| 22                                          | 24.                        | Mastering Basic Reading Skills (Steck Vaughn)<br><u>Wheeling It, Quiet Flight, White Water, Alpine Run</u> |   |   |     | 4.8                |

| No. of<br>Teachers<br>Using &<br>Responding |     |                                                                               | 0                                                                                    | 1 | 2    | 3 | 4 | 5              | Average<br>Ranking |
|---------------------------------------------|-----|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---|------|---|---|----------------|--------------------|
|                                             |     |                                                                               | Not<br>Helpful                                                                       |   | Fair |   |   | Excel-<br>lent |                    |
| 5                                           | 12. | <u>Using English</u><br>(Steck Vaughn)                                        |    |   |      |   |   |                | 2.5                |
| 28                                          | 13. | <u>Barnell-Loft - Specific Skills, Levels A-C</u><br>Working with Sounds, ABC |    |   |      |   |   |                | 4.8                |
| 28                                          |     | Following Directions, ABC                                                     |    |   |      |   |   |                | 3.5                |
| 28                                          |     | Using the Context, ABC                                                        |    |   |      |   |   |                | 4.5                |
| 28                                          |     | Locating the Answer, ABC                                                      |    |   |      |   |   |                | 3.5                |
| 28                                          |     | Getting the Main Idea, ABC                                                    |    |   |      |   |   |                | 4.8                |
| 28                                          |     | Getting the Facts, ABC                                                        |    |   |      |   |   |                | 3.5                |
| 28                                          |     | Drawing Conclusions, ABC                                                      |    |   |      |   |   |                | 4.8                |
| 28                                          |     | Detecting the Sequence, ABC                                                   |   |   |      |   |   |                | 4.0                |
| 15                                          | 14. | <u>Laubach New Streamlined English</u> (New Readers Press)<br>Book 1          |  |   |      |   |   |                | 4.5                |
| 15                                          |     | Book 2                                                                        |  |   |      |   |   |                | 4.5                |
| 15                                          |     | Book 3                                                                        |  |   |      |   |   |                | 4.5                |
| 10                                          |     | Book 4                                                                        |  |   |      |   |   |                | 3.6                |
| 20                                          |     | Laubach Supplements                                                           |  |   |      |   |   |                | 4.0                |
| 3                                           | 15. | SRA Corrective Reading<br>Decoding A & B                                      |  |   |      |   |   |                | 4.8                |
| 22                                          | 16. | <u>Cambridge Reading for Life</u>                                             |  |   |      |   |   |                | 2.5                |
| 22                                          |     | <u>Reading for Progress</u>                                                   |  |   |      |   |   |                | 2.5                |
| 6                                           |     | <u>Reading Competence</u>                                                     |  |   |      |   |   |                | 2.0                |
| 28                                          | 17. | News for You (Newspaper)                                                      |  |   |      |   |   |                | 4.8                |
| 10                                          | 18. | <u>Dr. Spello</u><br>(McGraw-Hill)                                            |  |   |      |   |   |                | 2.5                |

STUDENT ENROLLMENT BY RACE

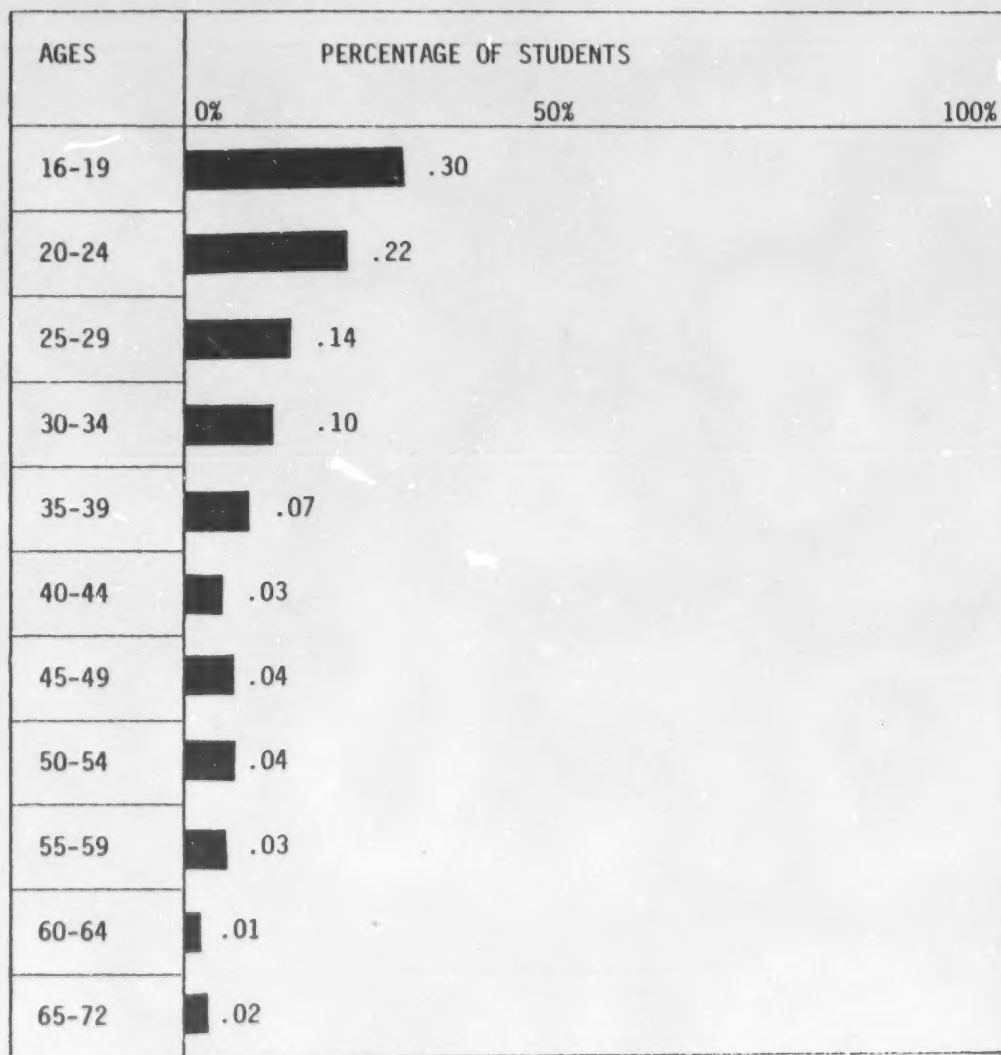


STUDENT ENROLLMENT BY SEX



## STUDENT ENROLLMENT BY AGES

508 Total Enrollment



100